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ABSTRACT

This syllabus for teachers of the first year of a course in Mandarin Chinese is based on the texts "Beginning Chinese" and "Beginning Chinese Reader" by John DeFrancis. The objectives and scope of the audiolingual course cover aspects of Chinese phonology, basic sentence patterns, 200 characters, syntax, reading, writing, listening comprehension, and speaking skills. Seventeen units to be covered in the first year are outlined in the syllabus. The study of Chinese culture is to be integrated with the units and cultural materials are provided. For companion documents see FL 002 202, FL 002 203, and FL 002 205. (RL)

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CHINESE-RUSSIAN STUDY CENTER  
Toledo Public Schools  
Toledo, Ohio

Syllabus for use in Mandarin Chinese Language I  
as prepared by Pickering Chang-shou Lee, 1969-1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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## PREFACE

A non-Western world has emerged since the end of World War II. This emergence is reflected in the birth of so many independent countries in Asia and Africa. Owing to the growth of the Afro-Asian states, it has brought attention to the need for the United States to balance the emphases in her education between Western and non-Western cultures. It is obvious that among the non-Western cultures, China deserves special attention because of the importance of her intellectual value and her great influence to the peoples of all eastern Asia. The Chinese written language is the basis of the writings of 90 million Japanese and 30 million Koreans, and has influenced many other languages in Southeast Asia.

More people speak Chinese than any other language in the world. It is also one of the five official languages of the United Nations. In 1958 the Chinese language was listed among the six critical languages given top priority in the Foreign Language Development Program under the National Defense Education Act.

It is very important to teach our young generation about non-Western countries, so that they are able to cope with their problems in the future. With this purpose in mind, the Chinese-Russian Study Center has initiated action to teach Mandarin Chinese and Chinese history for high school students.

This syllabus is based on the schedule of five 55 minute periods per week, to include one period of Chinese culture in every two weeks. A four year course of Mandarin Chinese is offered at the Center.

## OBJECTIVES OF THE PROGRAM

The five goals to be reached in the study of the Chinese language are: 1) listening comprehension, 2) speaking, 3) reading, 4) writing, and 5) culture.

### 1) Listening Comprehension

- a. Ability to understand an educated native speaker when he is speaking carefully on a subject appropriate to the age level.
- b. Ability to understand conversation of average tempo, including lectures, radio programs, and short films.

### 2) Speaking

- a. Ability to speak approximating native speech in intonation and pronunciation in a variety of situations.
- b. Ability to formulate questions and answers in the Chinese language, and also to express one's point of view, and to take part in discussions and conversations.

### 3) Reading

- a. Ability to read with comprehension directly in the Chinese language.
- b. Ability to read with reasonable ease, including magazines and newspapers.

### 4) Writing

- a. Ability to write letters or short reports concerning everyday affairs with reasonable clarity and correctness.
- b. Ability to write characters in proper order.

### 5) Culture

- a. An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture.
- b. A basic knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the Chinese people.

## METHODOLOGY

Communication has become the main purpose of modern language teaching. This trend has caused many changes in methodology, motivation, and teaching materials. The new method stresses the teaching of language through the ear and the tongue. The term "audio-lingual method" refers to techniques and practices which a teacher uses in the classroom to develop in his students the abilities to comprehend the spoken word and to speak the language fluently, then the skills in reading and writing. The following practices will be the methods to attain our aims.

In keeping with the audio-lingual approach most of class time during the first year will be devoted to training in the listening-speaking skills:

Listening	50%
Speaking	30%
Reading	10%
Writing	10%

### 1. Listening Comprehension

- a. First year Chinese students will function much more frequently as hearers rather than speakers.
- b. The students can engage in the following listening activities:
  - 1) Listening to the tapes presented by native speakers
  - 2) Pattern drills presented by the teacher
  - 3) Simple Chinese folksongs
  - 4) Pronunciation drills
  - 5) Listening to narration accompanying pictures
  - 6) Reinforcement of basic dialogues by tapes

### 2. Speaking

- a. Listening and speaking skills are mutually related. Speech should begin with the simplest form, imitation of a model utterance and learn the basic structure of the language.

b. Some suggested speaking activities are:

- 1) Choral drill, individual drill, and role playing
- 2) Memorizing the basic dialogues
- 3) Singing simple Chinese folksongs
- 4) Repeating patterns drills presented by tapes
- 5) Questions and answers
- 6) Describing orally pictures and familiar objects and activities

3. Reading

- a. The Chinese characters are introduced after the student has acquired a firm command of the basic sound patterns and a few basic dialogues with skill.
- b. The student will read only what he has already learned in listening-speaking activities.
- c. The following procedure is recommended for early reading practice:
  - 1) An oral review of the materials to be read
  - 2) One model reading presented by the teacher with students following visually--practicing word recognition
  - 3) Teacher and students read the text together without pauses.
  - 4) Individual students read

4. Writing

- a. Writing at this beginning stage is taught only to reinforce the student's ability to listen and speak more accurately.
- b. The learning activities for the development of the writing skill are:
  - 1) Writing Chinese characters
    - 1) Start with the few characters selected from the spoken vocabulary already learned.
    - 2) The pictographic characters are first introduced.

- 3) The students should write characters based on the proper stroke orders presented by the teacher.
- 4) At least 20 times of practice of each new character is required.
- 2) Copying of sentences and dialogues from the textbook
- 3) Dictation of the basic patterns which the students have already learned to speak.
- 4) Writing in missing elements in pre-structured prose.
- 5) Translate sentences from English to Chinese.
- 5) Writing short compositions or letters.

5. Chinese Culture

- a. Chinese culture is taught one period in every two weeks.
- b. The Chinese concepts concerning values, attitudes, ethics, and other ways the Chinese act in their daily life.
- c. Films, filmstrips and other available materials will be presented to the students.
- d. Some outside readings in English about Chinese culture will be assigned.



FIRST YEAR CHINESE

The Content of the Textbook

1. Beginning Chinese by John DeFrancis

Publisher: Yale University Press, 1966.

The text is divided into 26 lessons dealing with daily life situations. Each lesson consists of the following items:

- 1) Dialogue: This helps the students to use the vocabulary and its special combinations in their conversation.
  - 2) Vocabulary and Sentence Build-up: New vocabularies are learned not individually but in their contexts. Sentence Build-up is used as a way to reach the goal.
  - 3) Pattern Drills: This section is used to study the grammar of spoken Mandarin Chinese.
  - 4) Pronunciation Drills: This section is used to study the sounds of Chinese.
  - 5) Notes: This section explains the grammar and its cultural context.
2. Beginning Chinese Reader by John DeFrancis (Part I)

Publisher: Yale University Press, 1966.

The text is divided into 30 lessons. Each lesson is consisted of 10 new characters and many special combinations. This text is closely correlated with Beginning Chinese. It will be used after the students have finished Lesson 12 of the conversation text. Each lesson is divided into the following parts:

- 1) Vocabulary and its Special Combinations
- 2) Build-ups and Illustrative Sentences
- 3) Dialogues and Narratives
- 4) Translation into Chinese



3. Additional Teaching Materials

1) Audio-Visual Materials

a) Film: Peiping Family

International Film Foundation, bw, 22 min.

b) Filmstrips: The World's Great Religions, Life Filmstrips

Buddhism, Confucianism and Taoism

c) Disc Recordings: Mandarin Primer

Folkways Records, set of 6, guide, text

Chinese Lunar New Year Folk Songs

Publisher: Four Seas

2) Supplementary Reading Material

Read Chinese: Book I by Fred Fang-Yu Wang

Published by Far Eastern Publications, Yale University, 1964

3) Language Notebook:

15 minutes per day of language tape work is followed.

4) Reading Materials about Chinese Culture

a) Sources of Chinese Tradition, 2 Vols.

Compiled by William Theodore De Bary

Published by Columbia University Press, New York

b) The Chinese, Their History and Culture

By K. S. Latourette

Published by Macmillan, New York. 1946

### FIRST YEAR CHINESE

#### Objectives for the First Year Chinese

1. To be able to pronounce all the sounds of Mandarin Chinese.
2. To develop ability to speak and understand short and simple Chinese.
3. To be able to write and read correctly about 200 Chinese characters.
4. To be able to write simple sentences based on sentence patterns.
5. To introduce some aspects of the life and customs of Chinese people.
6. Speaking ability and listening comprehension are the main objectives.

#### The Scope for the First Year Chinese

Chinese I begins with about one semester of listening and speaking practice prior to the introduction of the Chinese characters. Reading and writing skills should grow directly out of the listening-speaking experiences. The phonology, basic sentence patterns, and 200 characters will be introduced. The following is the general scope of the First Year Chinese:

1. Phonology: (Beginning Chinese--Lesson 1-12)
  - a) The sounds of Chinese--vowels, consonants, and tones.
  - b) Rules of stress, juncture, intonation, and tonal modification.
2. Syntax: (Beginning Chinese--Lesson 1-12)
  - a) Chinese parts of speech--nouns, stative verbs, measure words, etc.
  - b) About 40 basic sentence patterns will be introduced.
3. Reading and Writing (Beginning Chinese Reader, Part I--Lesson 1-12)
  - a) Read and write anything that has already learned in oral drills.
  - b) Active command of 200 characters and their special combinations.

FIRST YEAR CHINESE

(About two weeks as One Unit)

Unit 1: The Sounds of Mandarin Chinese (Pinyin System)

1. Syllable Structure of Mandarin Chinese: an initial, a final and tone
2. Tones: high level, high rising, low dipping, and high falling
3. Consonants and vowels
4. Juncture and Stress
5. Modification of Tones
6. Intonation

In order to establish correct habits of pronunciation, the first two weeks of time will be given completely to the phonology of Chinese. The language notebooks, tapes, discs and charts will facilitate the presentation of pronunciation drills.

Unit 2: Lesson 1 - Greeting Friends

1. Study 3 sentence patterns
  - a) Statements with Stative Verbs
  - b) Statements with Transitive Verbs
  - c) Statements formed with the Particle Ma
2. Vocabulary: active command of 19 words and morphemes
3. Pronunciation Review: Contrasts in Tones

Chinese I begins with about a semester of intensive work on the skills of listening and speaking. Using one period to explain in English the aims, the objectives, and methods of the audio-lingual approach to language learning.

Unit 3: Lesson 2 - Meeting People

1. Study 4 basic structure patterns:
  - a) Sentences with Auxiliary Verbs
  - b) Sentences with Equational Verbs
  - c) Choice-types Questions
  - d) Split Choice-type Questions
2. Vocabulary: Active command of 19 words and morphemes.
3. Pronunciation Drills:
  - a) The e-en, e-eng Contrast
  - b) Lip-rounding versus No Lip-rounding

In this early stage of learning students should be functioned much more as hearers rather than speakers. Fifteen minutes of language tape work per day will be followed.

Unit 4: Lesson 3 - Shopping At A Bookstore

1. Learn 3 sentence patterns:
  - a) Noun phrases with Numbers and Measures
  - b) Noun Phrases with Specifiers and Measures
  - c) Noun Phrases with Specifiers, Numbers, and Measures
2. Vocabulary: learn 26 new words and morphemes.
3. Pronunciation Drills:
  - a) Non-Palatals versus Palatals
  - b) The i-in, i-ing Contrast

Most of classroom speaking-drills are choral in nature, beginning with the whole class, then dividing into smaller section responses, and finally to the individual response.

After the students have learned the Dialogue, Shopping at Bookstore, some of them will be assigned to act as sellers and others as buyers.

Unit 5: Lesson 4 - Shopping At A Bookstore (2)

1. Study numbers from one to ninety-nine.
2. Vocabulary: Active command of 24 words and morphemes.
3. Pronunciation:
  - a) Contrast of Retroflexes and Sibilants
  - b) Practice of Initial r

The role of pronunciation is very important for the formation of correct linguistic habits. The differences in sound formation and other important linguistic features between English and Chinese should not only be clearly explained, but thoroughly practiced everyday. To achieve best results, in addition to pronunciation drills, singing Chinese folksongs is suggested.

Unit 6: Lesson 5 - Receiving A Phone Call

1. Study 2 sentence patterns
  - a) Subordination of Nouns and Pronouns with de
  - b) Subordination of Stative Verbs with de
2. Vocabulary: Study 22 words and morphemes.
3. Pronunciation Drills:
  - a) Contrast of Retroflexes and Palatals
  - b) Some Sibilant-Retroflex-Palatal Contrasts

In this Unit, the students learn to communicate in Chinese over the phone. To achieve best results, memorization of the Dialogue is suggested. In general, the First Year Chinese student should not be asked to memorize what he has not first learned in his oral drill.

Unit 7: Lesson 6 - Review

1. Pronunciation Review
  - a) Review the four tones and the neutral tone
  - b) Review the consonants and the vowels
2. Grammar Review
  - a) Review 12 basic sentence patterns (Lesson 1-5)
  - b) Review the "Measure Words" and "de" particle
3. Dialogue Review
  - a) Review dialogues from Lesson 1-5
  - b) Review by listening to the language tapes.

Reviewing is one of the important techniques in language learning. The teacher should pay attention to the problems that the students often meet. The Review will emphasize on listening comprehension and speaking ability. Chinese language is encouraged to be the language of the classroom.

Unit 8: Lesson 7 - Inquiring About Places

1. Study 5 structural patterns:
  - a) Location at a Place--"zai"
  - b) The Coverb of Location
  - c) Existence at a Place--"you"
  - d) Subordination of Place Words
  - e) Disjunctive Questions with Transitive Verbs
2. Vocabulary: Active command of 36 words and morphemes
3. Pronunciation Drills:
  - a) The i - u Contrast
  - b) The ie - ue Contrast
  - c) The in - un Contrast

Among the items which one should expect to find in this Unit are words needed to ask about places.

Unit 9: Lesson 8 - Exchanging Information

1. Learn 4 basic sentence patterns
  - a) Nouns Shared as Objects and Subjects
  - b) Compound Descriptive Phrases
  - c) Compound Descriptive Phrases
  - d) Disjunctive Questions with Stative Verbs
2. Study 26 new words and morphemes.
3. Pronunciation Drills:
  - a) The u - ü Contrast
  - b) The un - ün Contrast
  - c) The uan - üan Contrast

In this Unit one should expect to learn the words needed for exchanging information, such as subjects of the school or members of the family.

Unit 10: Lesson 9 - Asking Directions

1. Learn 4 sentence patterns
  - a) Motion to a place
  - b) Purpose with lai and qu
  - c) Motion to and from place
  - d) Motion toward a place
  - e) Coverb of Conveyance
2. Active command of 27 words and morphemes.
3. Pronunciation Drills:
  - a) Contrast of "i" after Retroflexes "i" after sibilants

In this Unit one should learn the words needed to ask directions for places.



Unit 11: Lesson 10 - Conversing with a Ticket Seller

1. Study 5 sentence patterns
  - a) Comparison: "bi"
  - b) Adverbs of manner: "de"
  - c) Comparison with adverbs of manner: "bi" and "de"
  - d) Objects with adverbs of manner
  - e) Objects with comparisons and stative verbs
2. Learn 33 new words and morphemes.
3. Pronunciation Drills
  - a) Contrast of "i" and e after retroflexes
  - b) Contrast of "i" and e after sibilants

In this Unit one could learn many common words and expressions needed for exchanging knowledge about home, family, food, etc.

Unit 12: Lesson 11 - Discussing Travel

1. Learn 3 new sentence patterns
  - a) Time expressions with year, month, day
  - b) The (shi) ... Vde Construction
  - c) The (shi) ... Vde Construction with object
2. Study 27 new words and morphemes
3. Pronunciation Drills
  - a) The tone-toneless Contrast
  - b) Tonal shifts in stressed bu and yi

In this Unit the students will expect to learn the words needed for polite exchanges, telling time and travelling. At this early stage of language learning, a purposeful sacrifice of vocabulary is made in favor of structure mastery.

Unit 13: Lesson 12 - Review

1. Pronunciation Review
  - a) Review of two-syllable tonal combinations
  - b) Review of i and "j"
2. Review Dialogue--Lesson 7-11
3. Review 18 sentence patterns.

The following techniques are used for reviewing: 1) Analogy drill, 2) Replacement drill, 3) Answering questions, 4) Narrative, 5) Translation.

Unit 14: Lesson 1-3 - Beginning Chinese Reader Part I

1. Learn 30 pictorial characters and 19 special combinations.
2. Study the basic constructions of Chinese characters.
3. Examine the basic rules of stroke orders of Chinese characters.

The best time to introduce Chinese characters arrives after the students have acquired a firm command of the basic sound patterns and after they have learned to speak some simple sentences. The first selections should be based on the pictographic type of characters. For American high school students, writing the Chinese characters need a lot of practice, usually more than 20 times for each new character.

The basic training in writing Chinese characters consists of training the hand and the eye. The students have to recognize the characters (know the pronunciation and the meaning) before learning the stroke orders.

Unit 15: Lesson 4-7 (B.C.R.) and Lesson 1-2 (R.C.B.)

1. Beginning Chinese Reader Part I--Lesson 4-7
  - a) Study 30 new characters and 7 special combinations
  - b) Translate about 25 sentences from English to Chinese
2. Read Chinese: Book I: Supplementary Reading
  - a) Learn 35 new characters and their special combinations
  - b) Translate about 25 sentences from English to Chinese

Unit 16: Lesson 8-9 (B.C.R.) and Lesson 2-3 (R.C.B.)

1. Beginning Chinese Reader Part I--Lesson 8-9
  - a) Active command of 20 new characters and 16 special combinations
  - b) Translate about 25 sentences from English to Chinese
2. Read Chinese: Book I: Supplementary Reading
  - a) Study 45 new characters and their special combinations
  - b) Write a short composition about the student himself.

Unit 17: Lesson 10-12 (B.C.R.) and Lesson 4-5 (R.C.B.)

1. Beginning Chinese Reader Part I--Lesson 10-12
  - a) Study 20 new characters and 38 special combinations
  - b) Review from Lesson 1-Lesson 11.
2. Reading Chinese: Book I: Supplementary Reading
  - a) Study 35 new characters and their special combinations
  - b) Review from Lesson 1-3

## Chinese Culture

### Unit 1 - Chinese Language

1. Mandarin Chinese: Spoken by three fourths of the entire Chinese people (nearly 5 hundred million)
  - a) The official language of China
  - b) One of the five official languages in the United Nations
2. Other chief dialects: Cantonese, Wu, Amoy, and Hakka
3. Characteristics:
  - a) Speaking: 4 tones, uninflected monosyllables, homonyms
  - b) Writing: pictographs, ideographs, calligraphy
  - c) Grammar: no endings, no declensions, no numbers, no tense, etc.
4. Advantages and disadvantages of Chinese written system
5. Chinese Language and its influence in Asia
6. The importance of studying Mandarin Chinese in the United States
7. The differences between Chinese literary written language and spoken language
8. Evolution of Chinese writing
9. Chinese written language and the unity of Chinese culture
10. Communist China's Language Reform--Simplicity of written characters

Unit 2 - Traditional Chinese Marriage

1. The importance of keeping the family tree alive
2. Mother is eager to have her eldest son married early
3. Marriages are arranged by the parents
4. The selection of a daughter-in-law by physical health, good reputation;  
son-in-law by economic condition
5. The girl's parents must prepare the wedding outfit for their daughter
6. The meeting of the engaged boy and girl before marriage is definitely  
improper.
7. The boy's family sends a bridal chair to receive the bride.
8. The wedding ceremony--pay homage to the gods, the ancestors--
9. The bride and the groom are teased by the close relatives and friends  
on the evening of the wedding day

Unit 3 - Women in Traditional Chinese Society

1. The superiority of the elder over the younger generation and the  
superiority of males over females.
2. A man's loyalty towards his parents should always have a higher priority  
than his love for his wife.
3. The wife had no property of her own.
4. A good wife should strive to please her husband, including sometimes  
finding for him an attractive concubine, especially when she fails  
to bear a child.
5. The education of the daughter was given only in the home by the mother--  
usually about family affairs.
6. Bound feet in traditional China.
7. Most women are illiterate.

Unit 4 - Chinese children in Traditional China

1. Many children are a sign of fortune and happiness.
2. The eldest son has a privileged position in the family as the family head and officiator in ancestor worship.
3. The main aim of education is to raise obedient children
  - a) Filial piety (respect parents and elders)
  - b) Good manners (eating, walking, dressing)
  - c) Forbearance
4. Children are not educated as citizens. They are taught to think of the family only.
5. Children should not be spoiled. Strict discipline is necessary.
6. The smallest child--boy or girl--is the pet of the family.

Unit 5 - Punishment in Traditional Chinese family

1. Punishment in Chinese family is applied widely.
2. Girls are beaten less often than boys and their beating is discontinued earlier.
3. Punishments are spared: only child, orphans, disabled children.
4. Methods of Punishments:
  - a) Beating and spanking
  - b) Scolding
  - c) Kneeling in the corner
  - d) Withholding of meals or pocket money
  - e) Taking the brush and copying complicated Chinese characters
  - f) Confining the child to a room.
5. Mothers tell their children that obedience is rewarded by gods and disobedience punished.

Unit 6 - Relations among Chinese Family Members

1. Children's attitudes toward parents.
  - a) Father: the stern, severe one of the family
  - b) Mother: kind one in the family
2. As a rule, the child of school age is under the care of the parent of his own sex.
3. The children are more afraid of their fathers than their mothers.
4. Relations with other family members
  - a) Brothers and sisters: An elder sister taking care of her little sisters. The big brother is a natural protector and is called for help first, when a young child is in peril.
  - b) The relations with the paternal grandparents are closer than with the mother's parents.

Unit 7 - Boys and Girls in Old Chinese Society

1. Boys and girls in their early childhood are brought up together.
2. Boys and girls are not treated alike
  - a) Girls are still considered inferior to boys
  - b) Girls are worse fed and cared for than the boys.
3. There is less co-education in the high schools.
4. Boys and girls under 10 years may play together but from that time until they are 15, they may play together only in groups and remain in places where they can easily be seen by adults.
5. Girls over 15 are not allowed to talk privately with boys of their own age.
6. Boys and girls may joke with each other, but strictly without reference to sex.



### Unit 8 - Filial Piety and Chinese Society

1. The influence of filial piety in Chinese society includes family life, religious worship, social activities, and political affairs.
2. Filial piety is the most important place in Chinese ethics.
3. The doctrine of filial piety has had important influence on Chinese life:
  - a) Family life: filial respect and love toward one's elders.
  - b) Religious life: ancestor worship
  - c) Social life: treat his bosom friends with high respect.
  - d) Political Life: the village elders took the place of the administrator and the judge.
4. Chinese philosophy took for its starting point the study of human beings, in which the most important was how to behave as a man, how one can truly be called a man, and what kind of relationships exist among men.

### Unit 9 - Childbirth in Chinese Society

1. A midwife is called when the necessary articles for the childbirth are made ready.
2. After the child is delivered, the mother is fed with a gruel made of millet and brown sugar.
3. The third day after the birth, the family has a feast. It is ceremonially celebrated.
4. Congratulations and gifts from neighbors and clan members are received.
5. On the third day the baby receives its given name by the head of the family.
6. A male child's name: refers to the family's prosperity or continuity.  
A female's name: beauty, talent and other virtues.

Unit 10 - Confucianism (1)--Confucius's Main Teachings

Confucius's main teachings:

1. Jen: humanity, love, perfect virtue, benevolence
  - a) A cardinal virtue for social peace
  - b) It denotes all the virtues combined, courtesy, magnanimity, good faith, diligence, and kindness
2. Hiao: filial piety, personal cultivation
  - a) In a narrow sense: the love and respect for one's own parents.
  - b) In a broad sense: the personal cultivation as the basis of world order.
3. Chun Tzu: Gentleman, superior, ideal man
  - a) No anxiety, no fear, no cause for self-reproach
  - b) A good example of conduct--be responsible
4. Li: Manners, rites, rules of conduct
  - a) Set the human heart right
  - b) Develop the gentle and sincere heart

Unit 11 - Confucianism (2) Developments of Confucianism

1. Ancient Confucianism: Two divergent tendencies in the 5th century.
  - a) Great Learning: social and political in nature
  - b) The Doctrine of the Mean: religious and metaphysical
  - c) Mencius: idealistic                      Hsu-tzu--naturalistic
2. Han Dynasty: Confucianism as the State Cult (206 B.C.-A.D.220)
3. Tang Dynasty: Confucianism was threatened by Buddhism and Taoism
4. Sung Dynasty: Neo-Confucianism--School of Li (reason)
5. Ch'ing Dynasty: Western influence by Jesuits
6. Confucianism in Modern China: The Confucian classics are ignored.  
The national holiday on Confucius birthday was abolished.

Unit 12 - Confucianism (3)--Confucianism's influence on Chinese Life

1. Social Life:

- a) The family is the center of a society--as an economic, social and political unit.
- b) Five relations in Chinese society
- c) Confucianism championed a double standard for men and women.

2. Educational systems:

- a) The central focus of education was a liberal education for the development of a whole man.
- b) The method instruction emphasized memory and discourage independent thought.
- c) The civil service examination controlled the selection of government officials.

3. Religious belief:

- a) Religion exists for purpose of moral cultivation.
- b) Confucian temples can be found in every prefecture.
- c) To Confucianists the highest spiritual reality is Heaven.

4. Political systems:

- a) The government officials were of the most educated classes.
- b) Confucian China enjoyed an incomparable degree of cultural unity and continuity
- c) The state was regarded as an enlarged family, therefore, the emperor was regarded as a kind of father of his people. He was declared to hold his office through the Mandate of Heaven.

5. Chinese Art:

- a) Art must teach a moral lesson.
- b) Literature was to embody the Way, that is the moral way.
- c) The function of calligraphy and painting is not to entertain but to purify and harmonize the emotions.

Unit 13 - Taoism--A mystical Chinese Philosophy

1. Lao Tzu: the founder of Taoism
  - a) Legends about his life
  - b) The thought of the Lao Tzu: Tao Te Ching
    - 1) Tao, the Way--eternal, nameless
    - 2) Human Conduct: in harmony with nature, have a few desires--
    - 3) Political Thought: govern with non-action (Wu-wei)
    - 4) Criticism of the Confucian schools.
2. Chung Tzu (369-286? B.C.)
  - a) His life as seen in his work
  - b) His thought: skepticism and mysticism in Chuang Tzu, his radical individualism, his conception of the sage, romanticism and realism in his approach to the conduct of life.

Unit 14 - Legalism

1. Some Legalist thinkers and statesmen: Shang Yang, Han Fei Tzu
2. Legalist thought:
  - a) Confucianism as impractical
  - b) Human nature as evil
  - c) Stand for social control with laws--rewards and punishments
  - d) Mutual espionage: the practice on spying others
  - e) Right consisted simply in what the ruler desired.
  - f) All the people must be forced into productive work.
3. Relationship between Legalism and the present-day Chinese Communism.
4. Compare Legalism and Taoism

Unit 15 - Buddhism (1) The Teachings of Buddhism

1. The Legend of Buddha: youth and marriage, departure, awakening and death.
2. The teachings of the Buddha:
  - a) Fundamental tenets of Buddhism: The Four Noble Truths
  - b) Kama: Every act produces the result.
  - c) Samsara: (The Wheel of Birth and Death): the chain of causation
  - d) Nirvana: the identification of the individual with the Universal Mind
  - e) The Noble eightfold path: the way to suppress suffering
3. The difference between Mahayana and Hinayana Buddhism
4. The Bodhisattva as the ideal man

Unit 16 - Buddhism (2) Development of Principal Chinese Sects

1. Derivation from Nagarjuna's Three Treatises.
2. T'ien-t'ai (Japanese Tendai): eclecticism, attempt to classify and harmonize various schools of Buddhism, importance of Lotus Sutra, Chih-yi (531-597), the founder.
3. Pure Land: the Buddha Amitabha, meditation on the name of Amitabha Western Paradise, salvation for the ordinary man.
4. Meditation Sect: emphasize on individual enlightenment rather than universal salvation, meditation and self-discipline, de-emphasis on scripture and doctrine, appeal to artists and intellectuals.
5. Buddhism and Chinese society

Unit 17 - Buddhism (3) The Contributions of Buddhism to Chinese Culture

1. Buddhist influence on Taoism:

- a) The Taoists took over from the Buddhists the idea of religion
- b) Taoists organized the body of literature based on Buddhist

2. Chinese Language:

- a) New terms coined by the Buddhists gradually found their way into the Chinese vocabulary
- b) The introduction of the Sanskrit alphabet into China influenced phonological studies

3. Chinese Painting:

- a) The landscape artist spend his time in silent meditation on various aspects of nature, hoping to find the spiritual essence of things hidden under the cloak of outward forms.
- b) Chinese painting expresses his spiritual significance rather than his external appearance.

4. Religious Life:

- a) Religious life of the Chinese has been enriched and made more meaningful in terms of human sympathy
- b) The establishment of charitable institutions

5. Medicine:

- a) Physical body is consisted of four elements: earth, water, fire, and air.
- b) When these four elements were in proper balance, health ensued; but when they were not, then maladies arose.